



## Addressing Risk Behavior through Positive Youth Development Strategies

### WEBINAR QUESTION AND ANSWER SUMMARY

---

On April 13 and 14, 2011, the Safe and Supportive Schools Technical Assistance Center (Center) hosted a Webinar, titled *Addressing Risk Behavior through Positive Youth Development Strategies*. During the session, the presenters, Dr. Peter C. Scales, a Senior Research Fellow at the Search Institute, and Clay Roberts, Senior Trainer at the Vision Training Associates, received several questions from the audience. Since the presenters could not answer all of the questions during the event, the Center has prepared the following Webinar Question and Answer Summary with responses to each question. For additional information, please email or call the Center ([sssta@air.org](mailto:sssta@air.org); 1-800-258-8413).

*Please note the content of this summary was prepared under a contract from the U.S. Department of Education, Office of Safe and Drug-Free Schools to the American Institutes for Research (AIR). This Q&A summary does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.*

#### **Q1. Is there a basic definition for Positive Youth Development (PYD)?**

**Peter Scales:** The basic definition of PYD is that it is a philosophy and an approach to dealing with young people that builds on their strengths instead of simply trying to reduce the risks and weaknesses in their lives.

**Clay Roberts:** All of the PYD frameworks define key nutrients that young people need, including important relationships, opportunities, skills, values, and a positive identity. All of these elements help to add more depth to the definition of PYD.

#### **Q2. How do you operationally define "care"? Is it tough love, nurture, or something else? I know that culture moderates the way one interprets his or her approach to be caring and I am curious about whether you have deconstructed this concept.**

**Peter Scales:** All of these things are defined in the cultural context. Care, as we define it, is combined of both warm positive relationships between teachers and students, and the student perception that they are being treated fairly compared to other students. This is critically important across racial and ethnic groups of students because we have research that we will share later, that African-American and Latino students, for example, feel much more frequently than white students that they are treated as if they are not smart. There is research as well that indicates there are discriminatory patterns in the way African-American or Latino students are disciplined in many schools as compared to Caucasian students; so that combination of warmth of relationships, emotional availability, openness and fairness is essential. Clay will be able to really describe with stories during this session on how that gets expressed on a daily and personal level. The combination of warmth and emotional availability, along with openness and fairness are really two critical components of students feeling cared about.



**Clay Roberts:** There have been many attempts by adults to define caring for school staff. I believe it is more important to understand how each young person defines caring for him or herself. I gave the example during the Webinar of “love languages” (See the work of Gary Chapman and/or Gary Chapman and Ross Campbell, M.D.). Some students believe you care if you give them your time, others believe it is a pat on the back (additional dimensions are offered in cited publications). If we are trying to communicate that we genuinely care for them as a person and care about their academic success, we need to make sure we are speaking their love language.

**Q3. Are you using the word “nutrients” as a term for assets or strengths?**

**Peter Scales:** Yes, we use the word nutrients because, as referenced in the table of the five vocabularies or frameworks that we shared during the Webinar, many different terms are used: “promises, 5Cs, protective factors, assets.” We use the term nutrient as a generic label for all of these frameworks, which are attempts to identify what the positive building blocks and strengths are that young people need to experience both in themselves internally, like values and skills they have, and externally, like opportunities and relationships that their environments provides for them.

**Q4. How receptive are those teachers and administrators to the PYD model and do most still adhere to the deficit perspective that portrays adolescence as problems that need to be managed?**

**Peter Scales:** Based on the fact that the largest group of clients and collaborators we have in our work at Search Institute are educators, schools, and school systems, I think the PYD approach resonates very wonderfully with most teachers and most teachers know the common sense wisdom of that equation: that care plus challenge will engender a student who is more interested and more motivated most of the time. I don't think it is an issue so much with convincing educators; teachers being the closest to what is going on in the classroom are probably the ones who most understand the value of these approaches. I think it is often policymakers who may wonder about whether the emphasis on the caring side of this equation ends up being too soft or fuzzy in an era of strong emphasis on accountability through test scores and those kinds of measures, AYP and test scores. What we are hoping to do with sessions like this Webinar is to provide some of the information and ammunition that policymakers need to have in order to show that the PYD approach actually gets us to the end that we all want— higher achievement. PYD does it in a way that is more responsive to the whole child's development and is a very natural and easy thing for teachers to do rather than being a program that is an add-on, additional to the rest of the school day and life.

**Clay Roberts:** PYD approaches do resonate with teachers and most administrators, but I find elementary staff more receptive to this approach than secondary staff. I still see a significant population of high school staff and administrators focused on rigor and failing to see the importance of relationships in their work. I think that good teachers have always done PYD when they are doing good teaching. It is also important to remember that just a few staff who do not focus on students' strengths and who do not treat young people fairly can undermine the good work of many.



**Q5. Is there any evidence that suggests that the care plus challenge model is a successful means to achieving PYD in a context outside of schools? Like community youth organizations, faith groups, etc.?**

**Peter Scales:** Yes, the evidence is better in schools because that is where most of the research has occurred, in part because it is easier to do more rigorous research with intact groups of students in a school setting than the more voluntary youth group or religious congregations setting. I think what we have is a great amount of anecdotal evidence and we have a tremendous amount from both schools and from the evaluation of youth development programs that have been conducted by researchers like Jeanne Brooks-Gunn and Jeannie Roth, among others. These evaluations show that when youth programs such as the Y, Boys and Girls Club, or summer camps have these same “care plus challenge” elements outcomes improve. Bonnie Bernard’s synthesis of the literature down to the elements of relationships, opportunities, and expectations shows basically the same thing— when youth organizations provide safety plus those caring relationships, opportunities to develop skills, and to have an influence, expectations, and opportunities for young people to really explore their potential, grow and master skills, then they are very effective. This is demonstrated by their impact on a whole variety of psychological well-being indicators like optimism, lack of depression, students feeling they can overcome adversity or being resilient in the face of adversity and in helping them be less likely to engage in high risk behaviors, as well as reports that they are doing better at school. There is far less of this research on the religious congregation, faith community setting, but a very large amount of research on youth organizations and schools. So yes, it does translate beyond the school setting quite powerfully.

**Q6. How are law makers aware of PYD?**

**Peter Scales:** You need to tell them! Everybody who has been to this Webinar, or referred to the archived version, has a congressperson, school board member, Senators, Governor. We need to communicate with our policymakers at all levels about the importance of this, that this is something that citizens want, that community residents want, and that it is also a cost-effective approach, by the way. Which is a very important aspect, obviously in any era and especially in our current era where we are financially challenged at all levels of government. It really is about communicating about the research and practical wisdom that is out there. It matters more coming from parents, community members, consumers, citizens, and/or voters than it does coming from scholars. Those of you who have the passion and believe in the effects of positive youth development, talk to your policymakers.

**Clay Roberts:** In addition, the PYD movement would be better served if the leaders of the youth development movement would come together and craft key talking points and identify strategies for delivering these messages to law makers at the local, state, and federal level.

**Q7. Using these strategies effectively, should this be done in small groups?**

**Peter Scales:** Sure. Clay will expand on this but, in one-to-one relationships with students, small groups, classrooms as a group, through policy and practice affecting the entire building and the entire campus. There is no one level at which the building of those components of positive youth development is done. It is throughout the school, throughout all of the adults in the school, not



just teachers but all adults in the school and that combination of having it be everyone's responsibility and in every kind of setting in the school that makes it so that no student can avoid being cared for and challenged in that school. That is what we are aiming for.

**Clay Roberts:** I believe it must be done first on a very personal “one to one” level in our schools. It also needs to be reinforced in small groups, through the curriculum, and by creating opportunities for young people to support one another. There are also school-wide strategies that can facilitate a more deliberate and intentional approach to PYD. These strategies include things like having the same students for more than one year and creating houses or academies. It can also be done through advisories and creating staff norms for engaging young people. We need to understand what advertisers know, that it is consistency and redundancy of a message, from multiple sources, that begins to shape and change attitudes and behaviors. This is especially true with youth development. It is the “horizontal pile up” that Peter referred to in the Webinar.

**Q8. How can we partner most effectively with schools in terms of this partnership?**

**Peter Scales:** There are a number of models and I would suggest if you are not already a member of or aware of the resources of the American Camp Association, which has spent years infusing the positive youth development approach into its member camps, then you may want to get familiar with them. You can work with schools in terms of the knowledge that teachers and other schools have about camps, so that teachers can recommend the camp experience. A lot of schools, of course, are open year-round and have summer sessions. If it is a summer camp, that is a beautiful, additional co-curricular program for the students. Year-round camp experiences are another option as a formal partnership with schools in the same way that Y's and other youth organizations have formal, collaborative partnerships with schools. Camps have been among the leading youth organizations in their early adoption of the positive youth development approach because in many ways, the camp setting is already so attuned to exploration, growth, potential, mastery and not grades and test scores performance, but the freedom to learn in an intrinsically enjoyable way. Camps and positive youth development are a great fit.

**Clay Roberts:** Meet with schools initially to identify which of these important nutrients each organization will be targeting and discuss how you will each go about doing this work. Another strategy is to do more staff development together. In these economically challenging times, we can pool resources and invite after school programs, summer camp staff and staff from faith communities to come together to hear the same messages and learn some of the same strategies for doing PYD.

**Q9. As a school partner working with youth in the juvenile justice system, how can PYD be applied to our case management duties?**

**Peter Scales:** There is evidence that PYD approaches may work even more powerfully for more vulnerable youth than for those who already are experiencing a lot of developmental nutrients in their lives. Kids who are facing tough odds rarely have the chance to focus on things that are their strengths, and PYD approaches, by doing that, may make a unique connection to those youth. Carl Taylor and his associates have shown, for example, the link between having Developmental Assets



in one year and positive functioning a year later, among samples of gang members. So it works for all kinds of young people.

**Clay Roberts:** The good news is that PYD is effective with all young people. Young people who are struggling do better with more of these essential nutrients in their lives, while young people who are doing well do better with more of the developmental nutrients. In a case management situation, you may want to do an initial assessment to identify a young person's strengths and also to identify which assets may need more support. Then the process is to develop a plan with the young person to build from strengths and broaden and nurture their asset base. Tools like Search Institute's *Developmental Assets Profile (DAP)* can support case management staff in assessing their progress in addressing a young person's strength profile.

**Q10. Often it seems that teachers and administrators, etc. don't realize that they are being unfair and discriminatory, that there is a culture of ageism, racism. How do you handle adults' resistance to owning discrimination?**

**Peter Scales:** It is a multi-level process that has to hit policy at the district and building level, staff development, and student and staff awareness and consequences. It's about changing norms as to what is acceptable and expected behavior. It's no different in this area of fairness than it is in the area of promoting academic achievement: schools do better as places of learning when staff have a strong collective sense of responsibility for how kids are doing. The same is true for fairness and discrimination—the more universal the sense of collective responsibility is, which includes the willingness to examine one's own behavior and change it, the more likely you'll get results.

**Clay Roberts:** The first step is to establish a high level of awareness around these issues. That may include training of all staff and establishing staff norms around fairness and anti-discriminatory policies and practices. The more difficult and tricky question is how do you deal with staff that continue to be unfair and discriminate even after they have been trained? I believe it is essential to train staff to intervene and redirect other staff members when this happens. Redirecting includes taking the person aside, communicating clearly with "I" statements (i.e., "I was surprised . . .", "I was uncomfortable when you . . .") and modeling appropriate behaviors. Finally, there should be clear consequences for staff that are repeat offenders.

**Q11. Is there a strategy or way to join both an emphasis on performance and mastery to have enjoyment and avoid boredom to have achievement up? With all of the emphasis on performance in the schools the student are bored, is there a way to counteract this?**

**Peter Scales:** One reason why choice does this, is that students can then be more involved with content they care about. Student-selected reading assignments are a great example that has been shown to increase interest in and motivation to read. Anything schools can do in curriculum and instruction or co-curricular activities to help students identify and get more involved with their "sparks"—their deep interests and passions—will help connect them more to other aspects of school where they might not be currently so engaged. Our research shows that kids who have and pursue at least one spark, be it a sport, a creative art, building things, writing short stories, helping others, etc., have better school attendance, more mastery goals, exert greater effort, and get better grades than students who don't have a spark.



**Clay Roberts:** The idea of voice and choice seems really important here. When students have a choice of assignments, when they have a choice in how they document and demonstrate their learning (using art, music, video, drama, service, in addition to writing) there is less boredom and more “buy in.” It also helps when they have a voice in their classroom structure and management and a role in the assessment of their own work.

**Q12. In large schools, how do you make sure that the students who fall in the middle as far as achievement and risky behaviors feel cared for and treated fairly? This is a challenge I see as an outside person working in schools doing violence prevention work.**

**Peter Scales:** There is the invisible mentoring approach. In some schools, students are asked to write down the names of adults at school they would feel okay going to for support or help. Very often, adults are on that list who didn’t realize they were that important to a given student and they can be asked to be even more intentionally available and in friendly relationship with that student. Some students can’t name anyone, and they are then invisibly “care-teamed” so that a few teachers and other school adults take an extra interest in showing that student they care without the student ever thinking it’s a “mentor” relationship.

**Clay Roberts:** There are strategies for breaking big schools down into smaller, more workable entities. Some schools use academies or houses, others organize around themes (art, music, science etc.). In addition, there are mentoring models that can help personalize large schools. One model we have used asks students to identify staff at school that they think would be a good mentor for them and then pairs them with that mentor. In large schools, it is important to increase the number of adults who are interacting with young people in positive ways. This can be done by enlisting classified staff, as well as certificated staff and by recruiting and training community volunteers.

**Q13. Are there districts or campuses you can point to as leaders in using PYD?**

**Clay Roberts:** Yes, there are several schools and districts that have embraced and operationalized the PYD model. Two districts that have been very active and successful in integrating and sustaining the model are the Garden Grove School District in Garden Grove in California., and the West Carrollton School District near Dayton in Ohio. Both districts have dynamic superintendents that model and lead the way through their actions and commitments to youth development. A couple of campuses that are good examples of PYD in action are St. Louis Park High School in St. Louis Park in Minnesota and Crescenta Valley High School in Glendale in California. St. Louis Park High School has developed and evaluated a program model that is designed to build specific assets with young people while at the same time reducing risks. This ninth grade program has been approved by Substance Abuse and Mental Health Services Administration’s (SAMHSA) National Registry of Evidenced-based Programs and Practices (NREPP). Crescenta Valley High School has implemented several strategies that are designed to deliberately and intentionally build these developmental nutrients with their students.

**Q14. Do you have any cases studies or examples of the military child and PYD?**





**Clay Roberts:** I have done some consulting work with Department of Defense Dependent Schools and find that the youth development model seems to resonate with staff and administration. There are clearly different issues for young people in that system and for young people whose parents are in the military. I do not, however, have any specific case studies or examples of the military child and PYD.

**Q15. Have you asked Teachers if they feel they are caring and have high expectations?**

**Peter Scales:** It's important to drill deeper and ask teachers and other school adults *how* they show caring and those high expectations. They might feel they are, but what exactly do they do to make sure students see it and hear it? Once generating a list of what they actually do on a regular basis, even teachers and staff who are already actively caring and challenging find they can do more. If given such a list of concrete behaviors (call on that student more, smile when speaking to them, show them how to do a more advanced problem than they thought they could, ask them about their interests and talents outside of school, etc.), others can begin to do more as well.

**Clay Roberts:** Almost all staff members say they are caring and have high expectations. If you ask young people in those same schools if their teachers are caring and expect a lot, most of them say yes but they also remind us that although the majority of staff do this, there are a significant minority that do not. I find that the challenge is getting the people who don't project caring well to understand that they are part of the problem and that they need to change certain behaviors.

**Q16. How consistent is Positive Behavioral Interventions and Supports (PBIS) with the other PYD frameworks mentioned earlier in the presentation?**

**Peter Scales:** PYD is the broader umbrella under which more specific approaches like PBIS or Response to Intervention (RTI) fall. In a school with an explicit, widespread cultural commitment to promoting the kinds of relationships, opportunities, values, and skills we've talked about, behavior problems are likely to lessen and academic confidence increase. No approach eliminates problems and so systematic steps for dealing with out of line or disruptive behavior or academic disengagement are always needed. PBIS applied within a PYD framework can also reinforce expected standards of behavior school-wide in potentially a more effective way, because behavior management strategies are now operating in a culture that is more explicitly caring, and that should promote more student compliance.

**Q17. You've discussed vertical and horizontal pile up; does your experience tell you one is more important than another to critical youth success in school?**

**Peter Scales:** Both are important. Schools need to provide as many assets or nutrients as they can—vertical pileup in the school setting—every year a student is in that building (vertical pileup across time). If a student's family life and community involvements aren't doing the same—horizontal pileup across contexts—then the school has a tough, if not impossible, job.

**Q18. Is there one model that is better than another (from the list of five you provided)?**



**Peter Scales:** They all work, and there is research supporting the value of each of those approaches. The key is to not adopt either-or positions, but rather both-and, as in promote positives and reduce risks, promote care and challenge, promote mastery and performance, etc. Each of the PYD approaches can help you do this.

**Clay Roberts:** I don't know if we can say with certainty that one model is better than another. I do know that some models have a stronger research base, some are easier to understand and resonate better with key audiences, and some are more widely used in the education sector. I think it is important to look at models side by side and select the model or models that best fit the needs of your school community. Having said all that, there are two of the five models that I choose to work with. I like the Search Institute Developmental Assets framework because it is comprehensive, easy to understand and communicate, and works well in school communities. I like to use this model in conjunction with the Social Development Strategy of Communities that Care because their Risk Factors are clear, powerful, and easy to understand. These models work well together because in order to help young people succeed we need to reduce risks while at the same time increase assets in their lives.

**Q19. What impact do you think that the challenges of "No Child Left Behind (NCLB)" requirements have had on relationship development?**

**Clay Roberts:** I believe that NCLB has impacted relationship development in significant ways. It has created a huge emphasis on academic rigor that I believe was needed, but this shift also caused many school staff to forget about the important role that relationships play in academic success. It appears that many schools and districts are beginning to recognize that there needs to be a balance between rigor and relationships in order to really help students reach their potential.

**Q20. Does a caring teacher need to be in more than one year in a child's academic career?**

**Clay Roberts:** No, many of us can reflect back on our school experience and remember one teacher we had just one year, a person that made a life-changing difference for us. It is preferable to have this caring and supportive person in the child's life for multiple years, creating more of Peter's vertical pile up for students. However, having a caring staff member for one year, or one semester, or one day, or sometimes one comment can make a real difference.

**Q21. Often, the concept of PYD is dismissed as touchy-feely, and the concept of developmental assets is dismissed as entrenched in middle-class values. What hard data, beyond what you have already presented, are available to help us make the case that developing assets in vulnerable youth is a worthy investment?**

**Peter Scales:** In several studies we have found the same pattern relating higher numbers of Developmental Assets to better academic, psycho-social, and behavioral outcomes among poor, urban and rural, students of color as among more affluent, suburban, white students. We've published these studies in *Urban Education* (Scales et al., 2005) and the *Journal of Primary Prevention* (Scales et al., 2008) and discussed them at length in a chapter in the *Handbook of Child Psychology* (Benson, Scales, Hamilton, & Sesma, 2006). In a review of more than 800 studies, we found these patterns also evident in the research of other scholars (Scales & Leffert, 2004). In





both the Scales et al., 2008 National Promises Study, and a study we did of the impact of service-learning on reducing achievement gaps (a highly-recommended “care + challenge” strategy—Scales et al., 2006 in the Journal of Experiential Education), we found that high levels of developmental nutrients also can reduce or even eliminate many existing gaps in well-being seen on the basis of race/ethnicity and/or socioeconomic status. Finally, two studies using Search Institute’s Developmental Assets Profile survey—one in a Gates Foundation study of teenagers in Washington state and the other in a Save the Children study of adolescent girls in Bangladesh—found that the biggest gains in assets made by PYD program participants (and therefore the biggest associated leaps in well-being) were seen among the kids who were the most vulnerable at the outset (Scales, 2011, available online now and print later in 2011 in Child Indicators Research).

**Q22. How is the drop in perception of care and challenge in high school students explained?**

**Peter Scales:** Nearly all research data on relationships kids have with adults outside their own families, with teachers, counselors, youth workers, neighbors, etc., show that both the frequency and the quality of relationships goes down as kids age (see Scales, 2003, *Other People’s Kids* (NY: Kluwer/Plenum). This is seen in our own and in other scholars’ research. A big drop occurs in middle school, because many adults seem to have a hard time dealing with kids in the constantly-changing period of early adolescence. It also drops as the emphasis on performance and testing gets even greater in later grades and as more intimate elementary schools and well-configured and true middle schools with interdisciplinary curriculum and teaming give way to larger, more departmentalized high schools. There may also be a mismatch between how older students want to see care and challenge expressed and how teachers and other staff may be offering it. For an older student, respect may be a more important component of care, for example, while for a younger student, showing kindness might be.

**Q23. One of the strategies I have seen help improve "caring" has been the use of school-wide social emotional learning. It changes the school climate as individual teachers follow a system that allows children to take individual and collective ownership of behavior, school environment and climate. What do we do to get more challenge?**

**Peter Scales:** It’s complicated and it is not just about setting standards. Remember how we defined “challenge”—it is creating an intellectually invigorating climate, where students can explore content of interest at greater depth, and with some connection to real-world issues and meaning. More students can find their way to connecting in the classroom in that way than in classes that are giving more emphasis to “covering” the approved curriculum in preparation for testing. Hands-on projects, building portfolios of work, giving ‘exhibitions’ of the finished products of their work to classmates and family, offering experiential education like service-learning that is well-connected to but goes well beyond the curriculum, all are techniques that build that kind of challenge, but are difficult to do if all practice is driven by high-stakes test preparation.

**Q24. Can you talk about specific examples of implementing PYD?**

**Clay Roberts:** There are hundreds of examples of PYD in school communities. In the February Webinar on relationships, we provided several detailed examples, which you can access by going to the Safe and Supportive Schools website (see: [safesupportiveschools.ed.gov](http://safesupportiveschools.ed.gov)). Let me provide



you with just a few examples here. Some schools do a strength interview with new incoming students and email a summary of that interview to all of the student's teachers and staff. Several schools that I work with survey students early in the school year asking them to identify who at school is a mentor for them. Many students don't list anyone, so there is a second question, "If you don't have a mentor right now, who do you think would be a good mentor for you?" Then staff identifies the young people who are struggling, academically or behaviorally, and look at their surveys. The goal is to pair the student with the staff member they identify as someone they think would be a good mentor for them. Mentoring works best when the mentee has a choice of their mentor. Other examples in the February Webinar are related to building skills with both staff and with young people to enhance their positive development.

**Q25. When conducting the surveys of the students, what were the communities (lower income, housing authority, private schools, etc.) that the students belonged too?**

**Peter Scales:** The assets research I mentioned has been conducted with an extremely broad range of communities. Over the years, for example, Search Institute's studies have been done with more than 3 million 4<sup>th</sup>-12<sup>th</sup> graders in public schools in more than 3,000 U.S. communities, ranging from rural areas and small towns to large urban areas including New York, Houston, Seattle, Albuquerque, Minneapolis, and Dallas, among many others. We've done studies of assets in the "majority world," including youth in countries like Bangladesh, Bolivia, Mexico, Lebanon, and Albania, as well as surveyed students in developed countries like Japan, Australia, Scotland and Canada. The studies collectively include a wide diversity of races, ethnicities, and cultures, as well as large numbers of students from all kinds of economic backgrounds, from very poor to middle class to very well off.

**Q26. As a classroom teacher, how can I get my principal and superintendent to pay more attention to the caring part of promoting school success?**

**Clay Roberts:** I find that if you want "buy in" from administrative staff you need to draw a clear and compelling connection between caring schools and staff, and academic achievement. In this Webinar, Peter Scales provided data, graphs, charts, and references that can be shared with your superintendent and principal. In addition, providing anecdotal data from your school and classroom helps this data come alive. I also believe there is strength in numbers. Enlist the help of other staff, parents, and community leaders who believe in the PYD approach to share this data with your administrative team.

**Q27. As school budgets decline and class sizes increase and cross-silo collaboration between general and special education increase, what do you advise school staff do to become more 'caring?'**

**Clay Roberts:** With these conditions and other major changes in the education landscape, like the use of technology and distance learning, it is critical to place an even higher priority on caring in our schools. We need to become more deliberate and intentional in this work. The following are just a sampling of ideas that may help with this challenge. Pre-service training for teachers and school staff needs to routinely include coursework and strategies on becoming a caring staff member and building and sustaining relationships with young people. Schools need to hire people who really like kids, hire for attitude, and train for skill. We need to reward our most caring and



## Safe and Supportive Schools

Engagement | Safety | Environment

effective staff. We could expand the base by training our classified staff to help in this work and recruit community volunteers to mentor and support students in caring ways. Finally, we need to involve young people as our partners in this work. They are capable and in a unique position to help make our schools not only caring but, truly, great places to learn.